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The purpose is to raise the educational, cultural, and vocational sights of all pupils in order that they may have better opportunities for advancement in social and economic life. The project aims are carried out through emphasis in the following areas: curriculum enrichment; cultural experiences; remedial instruction; teacher workshops and seminars; identification and encouragement of talent; pupil counseling; group guidance; testing; and parent workshops and counseling.

Districts 16 and 17 (Bronx), employ the services of a number of specialized personnel. Everything related to the project is cleared and coordinated through the office of the assistant superintendent. Under the guidance of the assistant superintendent, the project coordinator acts as liaison between the district office and the schools, and visits schools to observe the program in action. The school project teacher acts in a consultative capacity, works with teachers, coordinates trips, gives demonstration lessons, and acts as liaison between school and community. The district guidance coordinator is responsible for assisting teachers in the interpretation of test data, making guidance materials available to school counselors and helping tap community resources. Other special personnel involved in implementing the aims of Higher Horizons are: the district community coordinator, attendendance teachers, auxiliary teachers, corrective reading teachers, district staff coordinators, and teacher training consultants.

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PROJECTED DESIGN FOR THE HIGHER HORIZONS PROGRAM

~ IN SELECTED SCHOOLS ~

BENJAMIN E. STRUMPF
ASSISTANT SUPERINTENDENT
DISTRICTS 17-18, BRONX

1960 - 1961

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE ASSISTANT SUPERINTENDENT
DISTRICTS 17-18 1001 JENNINGS STREET
BRONX 60, NEW YORK

BENJAMIN E. STRUMPF
Assistant Superintendent

PROJECTED HIGHER HORIZON PROGRAM...DISTRICTS 16-17 BRONX

PURPOSE: To raise the educational, cultural and vocational sights of all pupils still higher, in order that they may have better opportunities for advancement in social and economic life. It is NOT only a remedial program, or a 'trip' program, or a guidance project, or a reading program, or a teacher training program, or any one phase. It IS a complete program of education for children!

HOW: By emphasizing - emphasizing - emphasizing

Curriculum enrichment
Cultural experience
Remedial instruction
Teacher workshops and seminars
Identification and encouragement of talent
Pupil counseling
Group guidance
Testing
Parent workshops and counseling

SPECIFICALLY: We have been doing the above and more, but we will try still further to increase school community teamwork.

Provide earlier identification and development of talent.

Identify more pupils for gifted classes.

Improve over-all school achievement.

Guide pupils toward higher goals.

Broaden pupils' cultural horizons.

Help parents become better informed.
Emphasize experimentation and research.
Awaken student interest.
Improve coordination between elementary and junior high schools.

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

1. I am very glad to inform you that JHS 120 Bronx, in which school one phase of the Higher Horizon Program has been functioning, has now taken in the elementary feeder schools....P.S. 23, 140, 146, in District 17, and P.S. 51, 124, in District 16.

We expect that there will be an intensification of the above practices in these schools because of special personnel help given. In addition to whatever services these schools now have, they will each be given - one full time guidance position as well as one full time curriculum assistant (called a project assistant).

2. The District Steering Committee for this program will consist of the principals concerned and the District staff coordinators assigned:

Principal, JHS 120...Chairman.....Mr. Abraham Silverman
Project Coordinator..(Curriculum Asst.) Mrs. Florence Oths (17)
Mrs. Edythe Cockerill(16)
Guidance Coordinator.....Mrs. Marion Kiernan (17)
Mrs. Helen Crabtree (16)
Community Coordinator.....Mrs. Beatrice Tanzer (17)
Miss Ann Scotti (16)
Principal, P.S. 23.....Mr. Michael Buckley
Principal, P.S. 140.....Mr. Bernard Kaback
Principal, P.S. 146.....Mr. Emanuel Margolies
Principal, P.S. 51.....Dr. Sidney Rosenberg
Principal, P.S. 124.....Mr. Roland Gallo
Principal, P.S. 77 (Consultant).....Dr. Jules Levine
Teacher Training Consultants.....Miss Anne Cuomo (17)
Miss Adele Froehlich (16)
Mrs. Jesse Wallerich (16)

3. This specific program will concentrate on the 3rd year in each of the elementary schools mentioned above, with a hope that the 4th year might be exposed informally and perhaps brought into the project later in the year.

4. The special personnel and their functions will be coordinated by the Project Coordinator (District Curriculum Assistant). She will be assisted by the District Guidance Coordinator and the Community Coordinator.

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

5. As the program gets under way, the Project, Guidance and Community Coordinators from the District Office will act as liaison people and will keep posted as to progress, etc. The principal of the school and his team, plus advisory service, will keep the wheels moving toward the specifics mentioned above. These will be constantly evaluated.

6. Meetings are to be held regularly with the personnel mentioned and with the Assistant Superintendent. Perhaps the following schedule might be suggestive, with variations as conditions change:

a. An over-all meeting of the Principal with his entire faculty so that there is an understanding by all of the Project.

b. An over-all meeting of all 3rd and 4th grade teachers with all service personnel effected present.(OTP, Coordinators, District Staff, Principals, others). This will be chaired by the Assistant Superintendent. These meetings will be held periodically.

c. Regular meetings held by the Principal with the teachers of the grade(s) concerned...daily...weekly...monthly...(not necessarily formal)

d. Regular weekly meetings by the Project, Guidance and Community Coordinators with the principal and his service personnel. (regular and special)

e. Weekly discussion of the phase(s) to be performed by the individual staff subject area consultants. (Math-Reading-Science-etc.) as to its proper functioning in the over-all program. The staff members should be thoroughly grounded in the program. They will work through the Project Coordinator or directly with 3rd grade teachers.

7. The program may of necessity, include:

a. Pre-session and post session tutoring for children, which should be given under supervision where possible and necessary.(double session schools)

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

b. Excursions, trips, special programs, etc., which should be made part of the over-all school planning.

c. Newsletters, periodicals, progress reports, which should be released periodically for good public relations, and to enable all to keep abreast of the program.

d. Periodical meeting with parents.

8. PLEASE NOTE:

a. The pattern of this program will vary according to teacher personnel, pupil population, supervision.

b. This is a five point program:

..What type of class reorganization is necessary, if any?
..What teacher training methods are needed?
..What outside sources should be contacted?
..What is the role of the parent?
..How can the relative values of the program be measured?

c. The following steps are suggested for setting up this special program.

..Have the teacher make a profile of her class. Use the early identification data prepared in the second grade. (Guidance Counselor may help)

..Supervisor hold meeting with all concerned to discuss

...Strengths and weaknesses of pupils in each class.
...Strengths and weaknesses of teachers involved.
...Specific objectives to be considered for planning the class program.

..Teachers to prepare long range plans (not overly extensive) with the help of the Project Assistant. The emphasis should be on the specific objectives of this program.

..Meeting of all involved to discuss -
...Means necessary to obtain objectives
...Materials and other aids needed
...Help that may be obtained from Supt's staff.

PROJECTED HIGHER HORIZON PROGRAM...DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL...(SUGGESTED)

THE ASSISTANT SUPERINTENDENT

Everything related to the project is cleared and coordinated through the Office of the Assistant Superintendent.

THE EXECUTIVE ASSISTANT

All progress reports, evaluations, statistics, etc. will be summarized, edited and made available to all the supervisors in the district.

THE PROJECT COORDINATOR.....(District Curriculum Assistant)

1. Under the guidance of the Assistant Superintendent, acts as liaison between the District Office and the schools.
2. Organizes, relates and integrates activities of the District Staff and schools.
3. Meets with school Principal and Project Assistants on a planned regular schedule for teacher training, planning programs of instruction and sharing activities.
4. Visits schools to observe Program in Action.
5. Consults with School Administrators on district plans.
6. Plans for Higher Horizon District functions - intervisitations, radio-TV programs and others.
7. Trains and assists OTP in the schools.
8. COORDINATES efforts of DISTRICT TEAM:
   - ..Curriculum
   - ..Guidance
   - ..Community
   - ..Other staff personnel
   - ..Supervisors of feeder schools
   - ..Personnel in individual schools
9. Coordinates specific district plans with specific goals and practices spelled out.
10. Improves communications between schools and among all personnel.

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL....(Suggested)

THE SCHOOL PROJECT TEACHER

Feeder schools to JHS 120...P.S. 23, 51, 124, 140, 146

1. Works closely with the Principal, Project Coordinator, and the school Guidance Counselor.
2. Gives demonstration lessons.
3. Helps teachers prepare lesson plans which will emphasize curriculum development.
4. Makes available audio-visual aids and other materials.
5. Works with one group in the classroom while the teacher works with another.
6. Coordinates trips.
7. Acts in a consultative capacity. (classroom routines, etc.)
8. Edits the third grade newspaper in each school.
9. Works with parents.
10. Meets with other project assistants and the district project coordinator to exchange ideas and plan for future activities.
11. Assists in the implementation of curriculum bulletins.
12. Acts as liaison between school and parents and community.
    a. contributes to workshops
    b. sends weekly press releases
    c. edits parents' newsletters, etc.
13. Assists with the planning necessary for remedial instruction.

PROJECTED HIGHER HORIZON....DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL....(Suggested)

ISTRICT GUIDANCE COORDINATOR

Works in school with principal, guidance counsellor and personnel.

Acts as liaison between Bureau of Educational and Vocational Guidance, District Office and schools.

Holds regularly scheduled conferences with Guidance Counsellors.

Is available as consultant in an emergency.

Helps with planning and developing programs with parent groups, grade meetings and workshops.

Assists teachers in the interpretation of test data and its use for diagnostic purposes.

Makes guidance materials (library books, audio-visual aids, etc.) available to Guidance Counsellors for use with teachers concerned.

Helps Guidance Counsellor know and tap community resources.

..Mental Health Hospitals
..Family Agencies
..Recreational Agencies
..Child Care Centers

Gives demonstration lessons for third and fourth grade teachers in group guidance, if and when called upon.

Works with Assistant Superintendent's Staff personnel as needed.

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL (Suggested)
THE SCHOOL GUIDANCE COUNSELLOR

1. Works closely with the Principal, the District Guidance Coordinator and the Project Assistant to do the following:

    a. Assist teachers with individual and group counseling of children to determine the physical, emotional, social, educational needs and abilities of each child.

    b. Conduct parent workshops. (grade-wise)

    c. Make and follow up agency contacts.

    d. Work closely with school Project Assistant to help with planning, developing and evaluating programs.

    e. Help teachers understand and use more effectively the testing data available.

    f. Help set up parent workshops to inform the parents of:

        ..the educational program set up for their children.
        ..ways in which they can support the gains made by their children in the classroom.
        ..ways in which special problems can be resolved.

    g. Work with the teachers to improve class management, routines, discipline.

2. Works with the children -
    a. Individual counseling
    b. Observation of children in class situation.
    c. Examination of records
    d. Keeping files
    e. Preparing and screening referrals
    f. Administering tests

3. Works with school personnel -
    a. Nurse
    b. Attendance Officer
    c. N. E. teacher
    d. Speech teacher
    e. Auxiliary teacher

4. Works with Community and Agency Resources
    a. Contacting and conferring with community agencies
    b. Canvassing for new community resources
    c. Seeing <u>every parent of every child in the third year</u>. Uplifting, inspiring, and <u>improving the positive attitude.</u>

PROJECTED HIGHER HORIZON PROGRAM.....DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL (Suggested)

THE DISTRICT COMMUNITY COORDINATOR:

1. Attends Project Assistants' meeting as a consultant for public relations information and press releases.

2. Participates in Parents' Workshops.

3. Stimulates harmonious relationships between school and community through participation in community groups and agencies.

4. Assists Guidance Counsellors and Project Assistants with setting up culturally-oriented and other types of field trips.

5. Works toward increased -

    a. Services of Community Agencies
    b. Parent planning re: leisure and summertime activities
    c. Parent participation in school functions.
    d. Parent information on school information on school activities as result of newsletters and radio broadcasts
    e. Evidences of favorable press
    f. Parent attendance at school meetings
    g. Tapping more community leaders to participate in the program.

PROJECTED HIGHER HORIZON PROGRAM....DISTRICTS 16-17 BRONX

FUNCTIONS OF THE PERSONNEL (Suggested)

THE SPECIAL PERSONNEL

ATTENDANCE TEACHER

Helps to obtain home background data and assists classroom teachers with the improvement of attendance routines.

AUXILIARY TEACHER

Organizes plans for contacts with pupils, parents and teachers to effect better rapport.

CORRECTIVE READING TEACHER

Organizes regular plans for closer coordination with classroom teachers for corrective reading purposes.

DISTRICT STAFF COORDINATORS

The various staff members attached to the Assistant Superintendent's Office will be called upon to assist when and where necessary and for specific periods of time. The Project Coordinator will recommend such services in Mathematics, Reading, Science, Health Practices, etc., and the staff members will give such help and at such times consistent with the over-all district policy.

N.E. COORDINATORS

Demonstrates types of grouping techniques to assist teachers to plan for meeting the needs of the N.E.S. pupils in these classes.

TEACHER TRAINING CONSULTANT

Gives daily assistance to new teachers assigned to grades in this program with planning, grouping, classroom routines and management.